

United States Senate

Republican Policy Committee



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Republican Commitment to Education

Significant Spending Increases – With Improved Results

Analyzing Education Spending and
Student Achievement Since Enactment of
No Child Left Behind Act

“The premise of the No Child Left Behind Act is simple: all children can learn, and the only way to make sure our children are learning is to measure their progress with tests.

So the No Child Left Behind Act requires regular testing in the basics of reading and math for every child in every school, starting in the third grade.

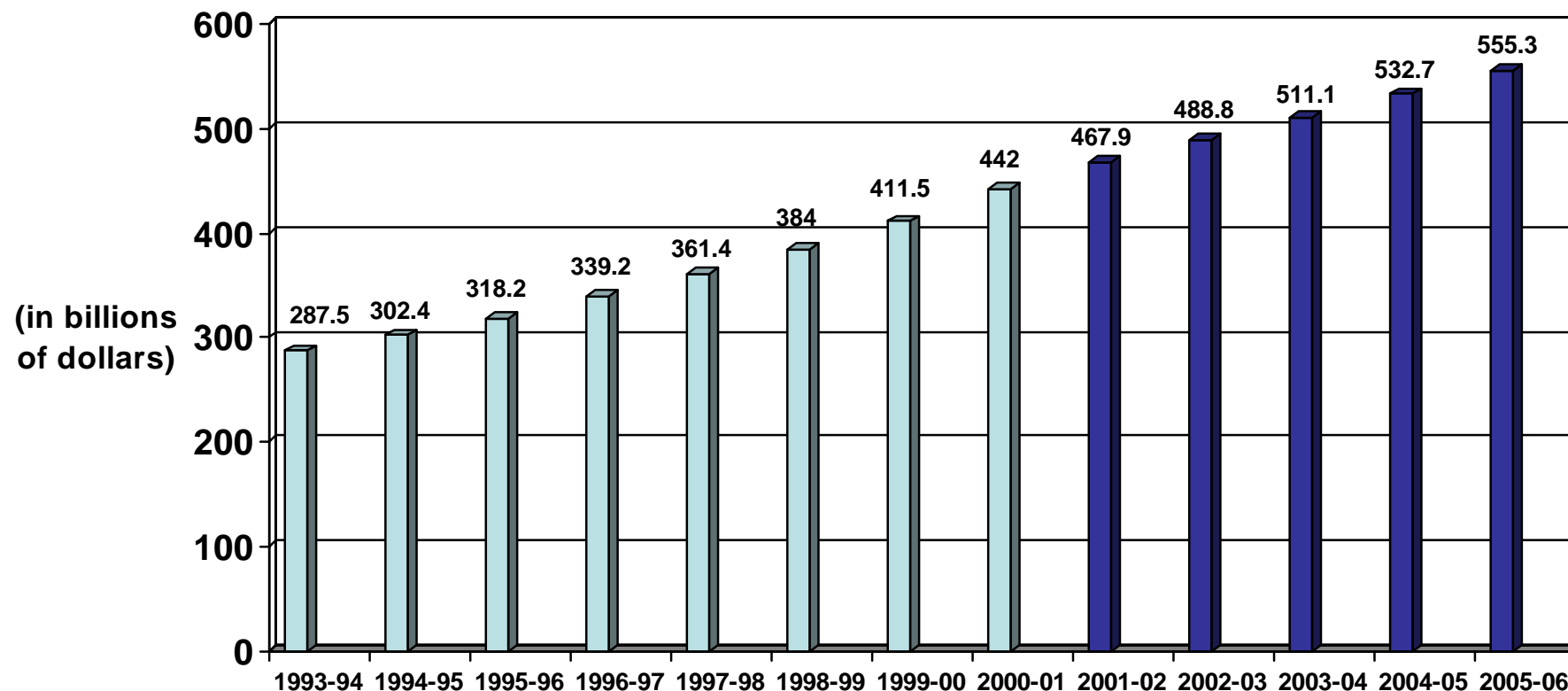
And the law sets a clear goal for American education: every child, in every school, must perform at grade level in reading and math, which are the keys to all learning.”

*President George W. Bush,
September 6, 2003.*

The No Child Left Behind Act brought about historic education reform by:

- ✓ Increasing federal funding,
- ✓ Enhancing the value of testing by holding schools accountable for results, and
- ✓ Demanding highly qualified teachers in every classroom.

Total Investment in K-12 Education

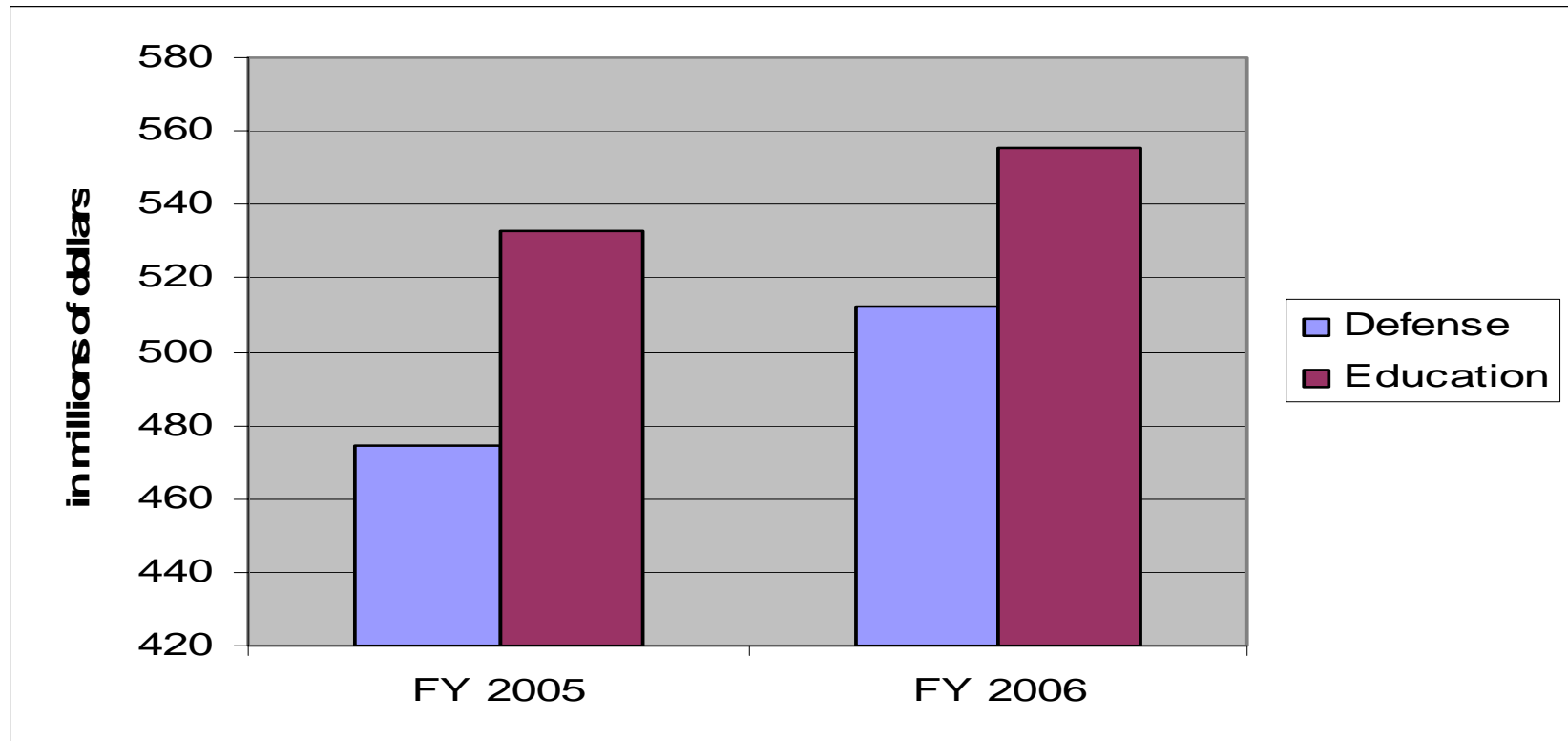


Sources: National Center for Education Statistics (NCES), "Common Core of Data," surveys and unpublished data from the US Department of Education.

Data represents federal, state and local government spending, in addition to private funds primarily for private schools.

Data for school years 2003-04 through 2005-06 are projected.

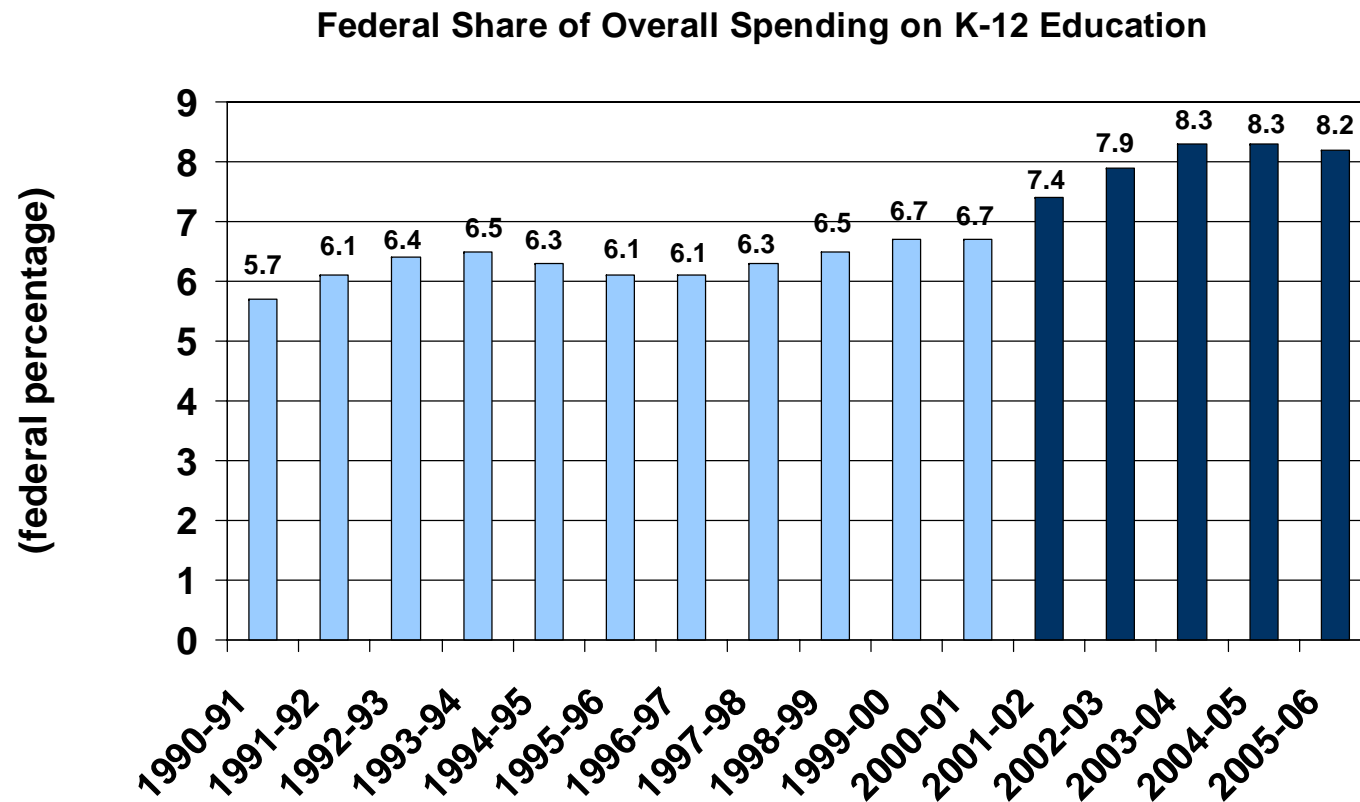
Even in a time of war, total investment
in K-12 education exceeds that
for national defense.



Note: Total education spending reflects federal, state and local government spending, in addition to funding from private sources (typically less than 10 percent), primarily for private schools. scary (2).JPG

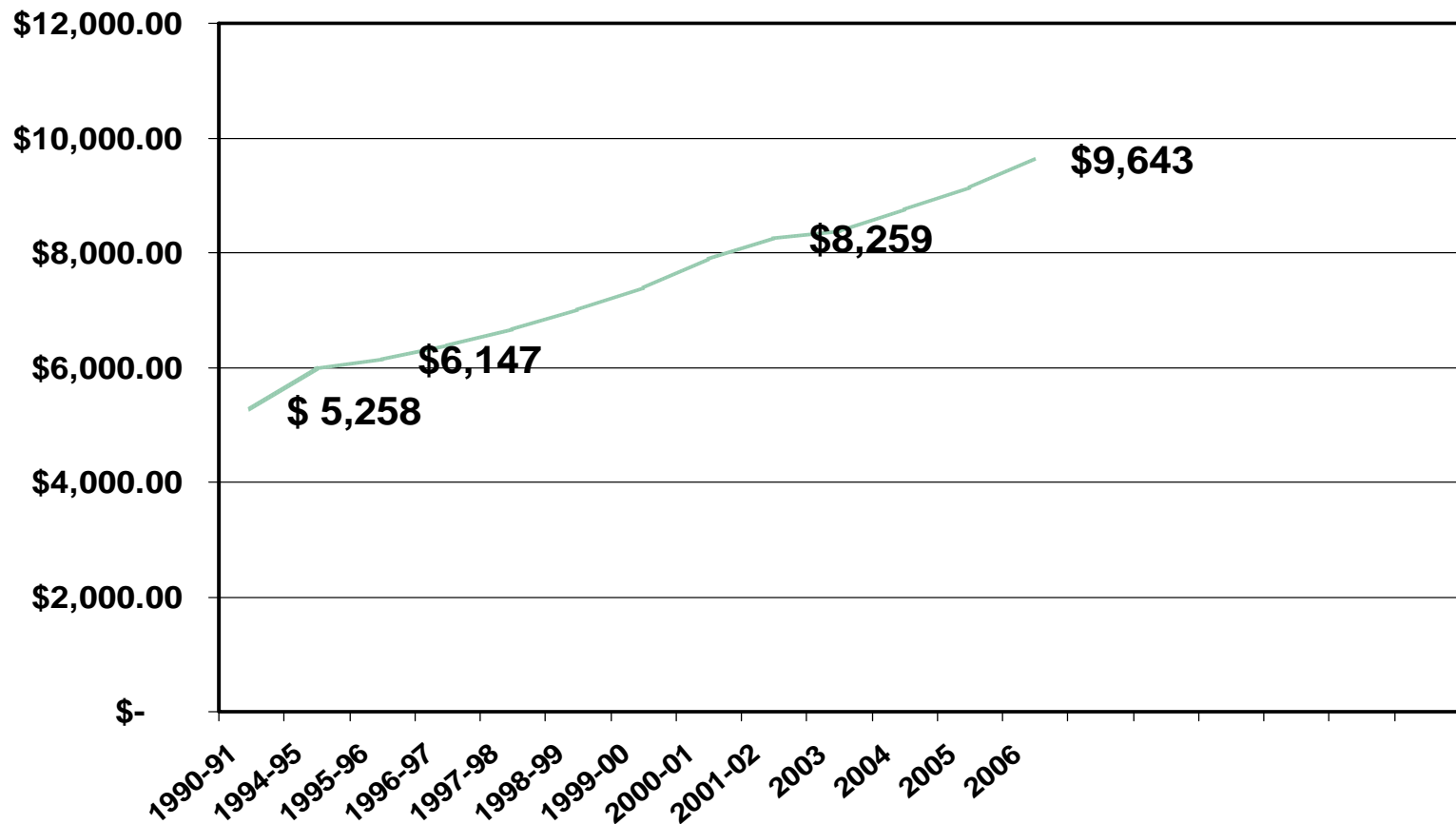
Source: U.S. Department of Education ("10 Facts About K-12 Funding," data updated by Department officials in a conversation on March 30, 2006) and the President's 2007 Budget Submission for the Department of Defense (<http://www.whitehouse.gov/omb/budget/fy2007/pdf/budget/defense.pdf>)

The Federal Contribution for K-12 Education Has Increased Significantly Since the Passage of the No Child Left Behind Act in 2001.



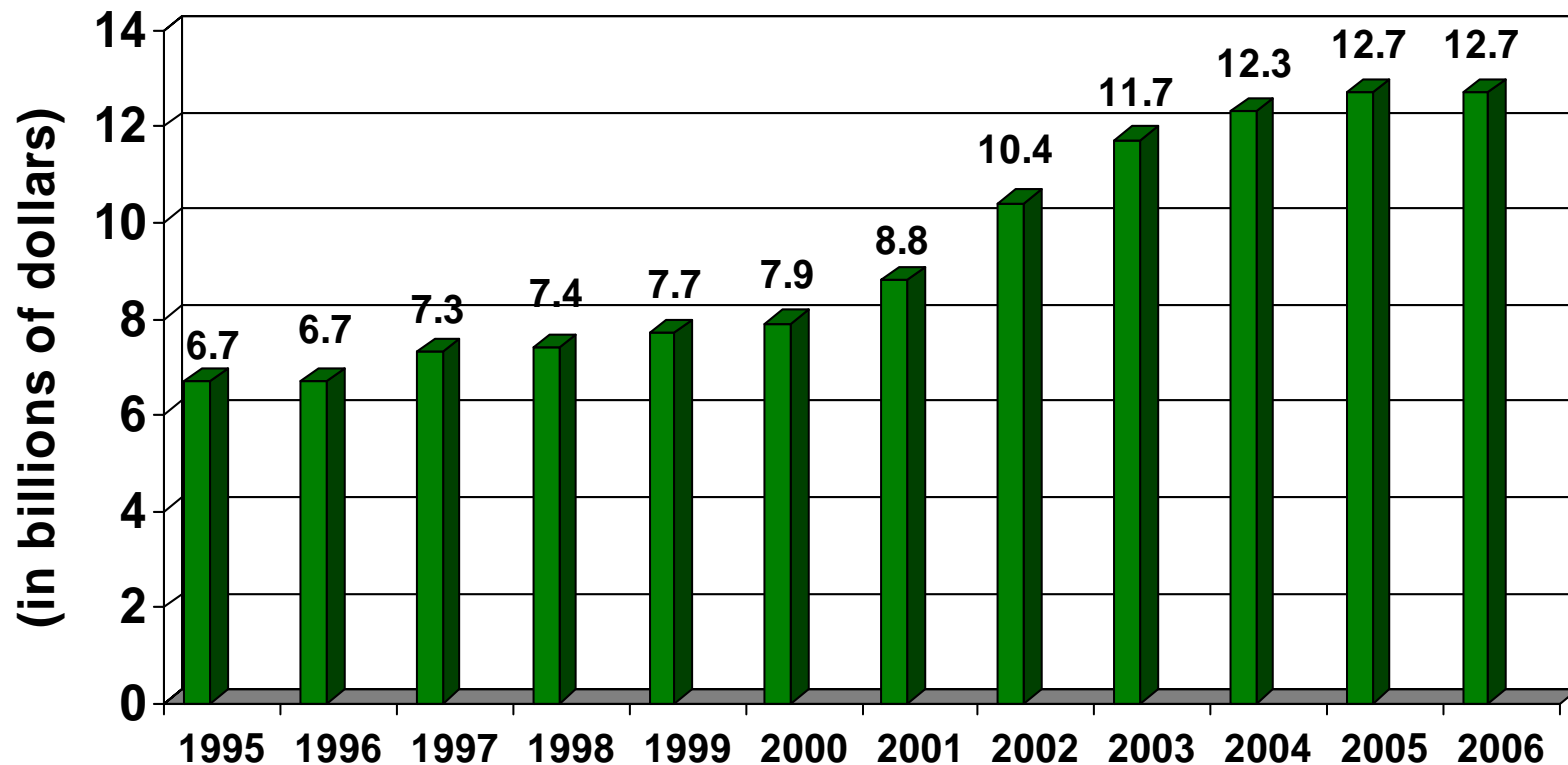
Source: U.S. Department of Education unpublished updates to "10 Facts About K-12 Education Funding," <http://www.ed.gov/print/about/overview/fed/10facts/index.html>

Total Taxpayer Expenditure Per Pupil
Has Increased 57 Percent Since Republicans Gained
Control of Congress in 1995, and 22 Percent Since the
Passage of NCLB in 2001.



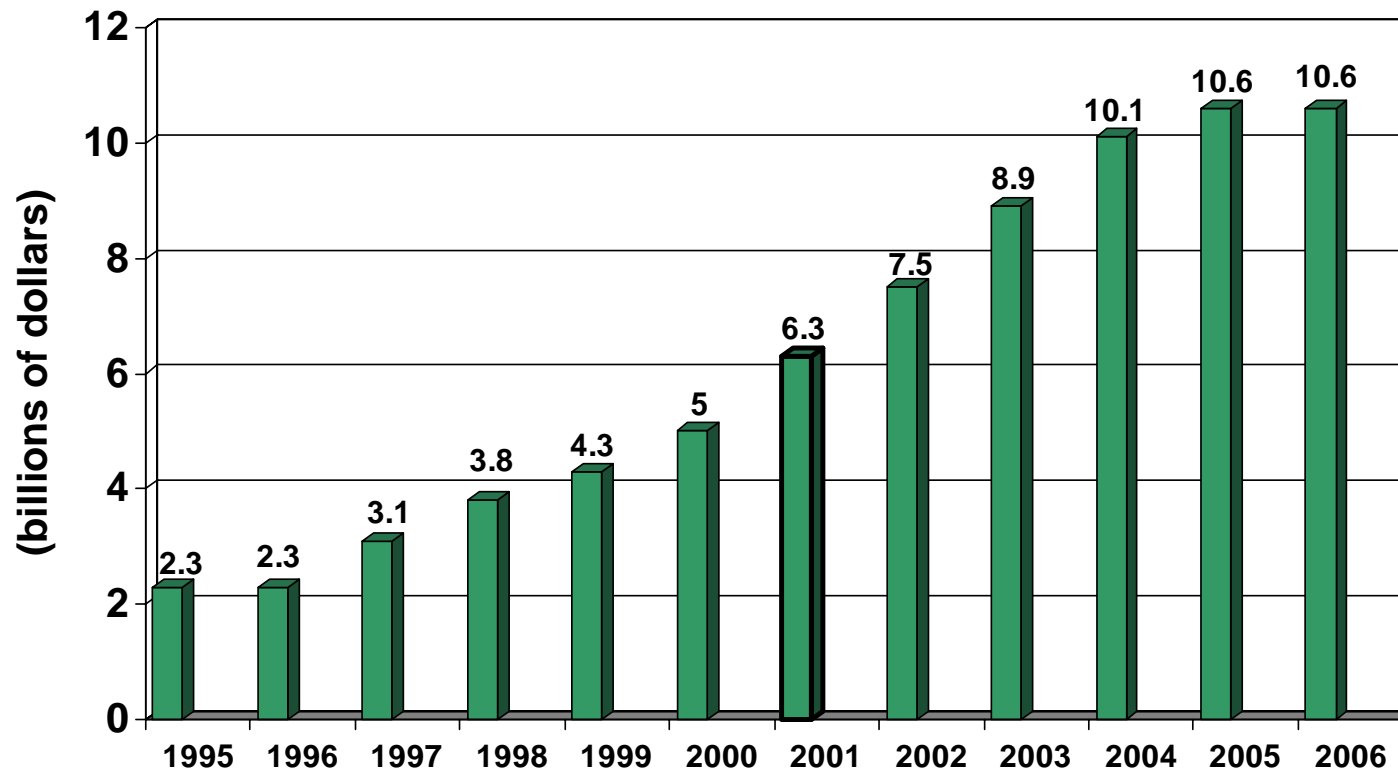
Source: NCES, Digest of Education Statistics, 2004. Selected years 1990-91 to 2001-02. Years 2003 and beyond are based on NCES "Projections of Education Statistics to 2013" using the "middle alternative projections," 2003.

Congressional Republicans Have Increased Education Spending for Disadvantaged Students (Title I) by 90 Percent Since 1995 and by 45 Percent Since Passage of NCLB in 2001.



Source: U.S. Department of Education, "Education Department History of Appropriations," February 6, 2006.
(<http://www.ed.gov/about/overview/budget/history/edhistory.pdf>) Title I represents the largest component of NCLB.

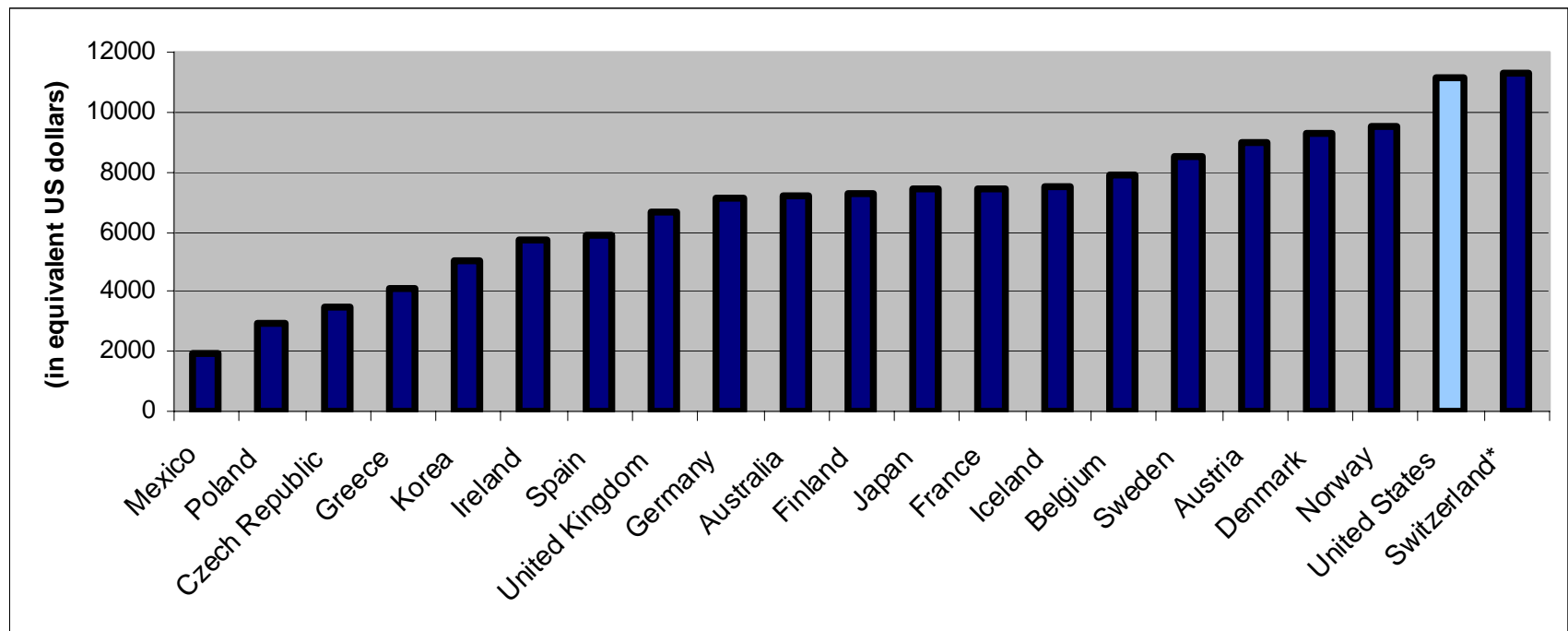
Federal Funding for Special Education Grants to States Has Increased By More Than Four-Fold Since 1995.



Source: For fiscal years 1995-2001, Congressional Research Service, "Individuals with Disabilities Education Act (IDEA): Issues Regarding 'Full Funding' of Part B Grants to States," February 15, 2001. For fiscal years 2002-06, U.S. Department of Education, "Summary of Discretionary Funds, Fiscal Years 2001-2007," February 13, 2006. (<http://www.ed.gov/about/overview/budget/budget07/summary/appendix1.pdf>.)

U.S. Second Highest Spender for Education

Annual Total Expenditure per Student Compared to Other Countries



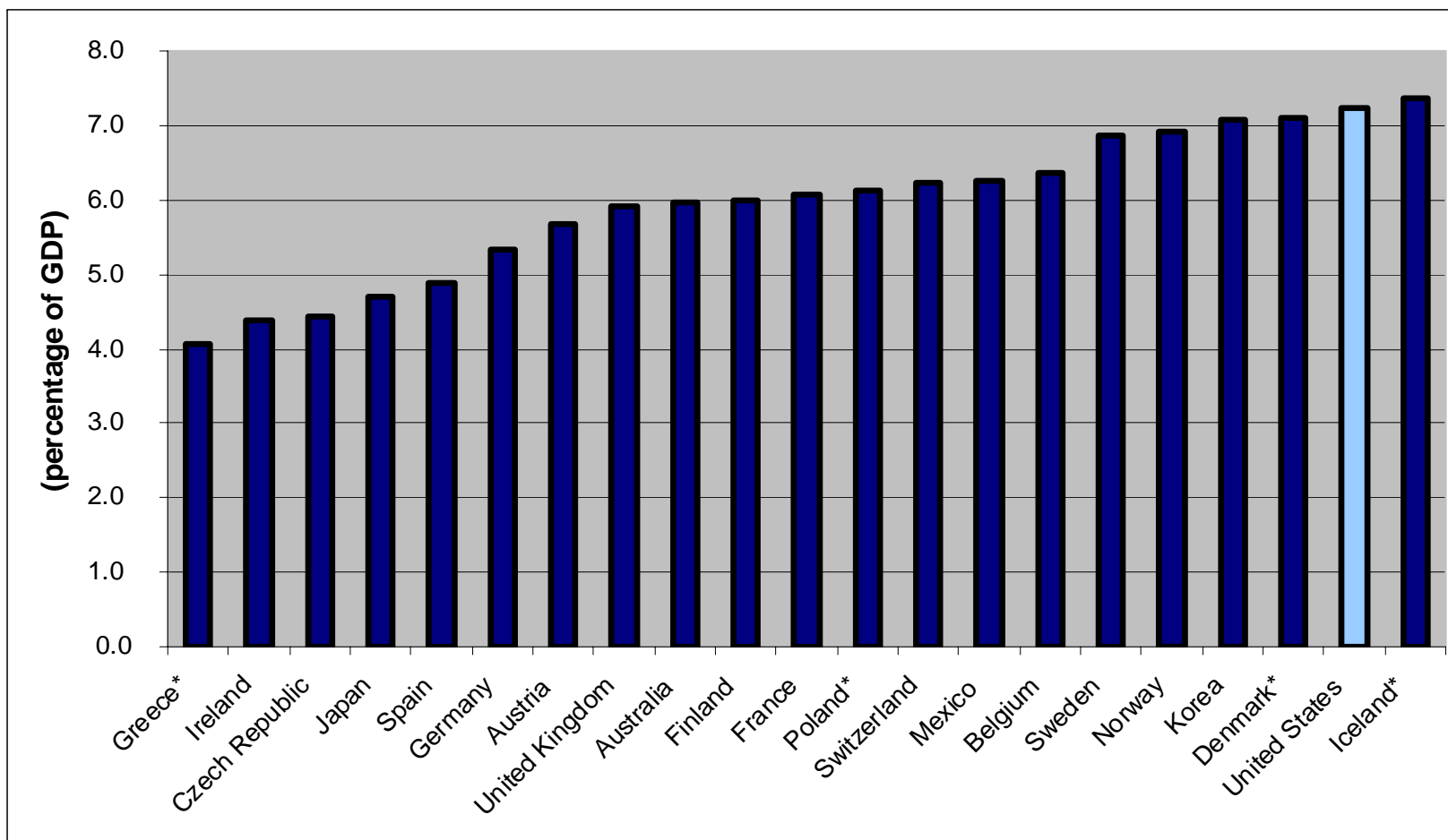
Source: Organization for Economic Co-operation and Development, *Education at a Glance, 2005*.

Chart expresses annual expenditure on educational institutions, primary to tertiary education, per student in equivalent US dollars.

* Public institutions only

U.S. Second Highest Spender for Education

Education Given Top Priority as Ratio of GDP



Source: Organization for Economic Co-operation and Development, *Education at a Glance, 2005*.
Chart B2.1 "Expenditure on educational institutions as a percentage of GDP for all levels of education (2002)."

* Public subsidies included in private funds.

Independent Studies Confirm That NCLB is Sufficiently Funded.

- Peyser/Costrell Study – Notes that “many critics greatly exaggerate the shortfall of federal resources.” The authors conclude that “federal spending has overshoot the target” and that the federal government has provided more money than some states need to make it work with regard to the funding of NCLB.

(Study by two Massachusetts state officials, State Board of Education Chairman James Peyser and Chief Economist Robert Costrell, “Exploring the Costs of Accountability” in the journal Education Next, Spring 2004.)

- Education Leaders Council Study – Finds that the level of federal funding provided to support implementation of NCLB requirements has been – and is likely to remain – sufficient.

(Accountability Works, “NCLB Under A Microscope: A Cost Analysis of the Fiscal Impact of the No Child Left Behind Act of 2001 on States and Local Education Agencies,” January 2004.)

Independent Studies Also Conclude NCLB is Not an Unfunded Mandate.

- Government Accountability Office (GAO) Study – Finds that NCLB “did not meet the UMRA’s [Unfunded Mandates Reform Act of 1995] definition of a mandate because the requirements were not a condition of federal financial assistance,” and “any costs incurred by state, local or tribal governments would result from complying” with conditions of receiving federal funds.

(Government Accountability Office, “Title I: Characteristics of Tests Will Influence Expenses, Information Sharing May Help Realize Efficiencies,” May 2003.)

- Education Leaders Council Study – Concludes that NCLB is not an “unfunded mandate.”

(Accountability Works, “NCLB Under A Microscope: A Cost Analysis of the Fiscal Impact of the No Child Left Behind Act of 2001 on States and Local Education Agencies,” January 2004.)

Courts Agree: Education Funding is Significant

- NEA Lawsuit – A federal judge dismissed a lawsuit filed by the National Education Association seeking to block the No Child Left Behind law. The district court judge ruled that “Congress has appropriated significant funding” and has the power to require states to set educational standards in exchange for federal money.

(Wall Street Journal, “Federal Judge Defends No Child Left Behind Law,” November 23, 2005.)

The Value of Testing

“Testing helps teachers and parents know how kids are doing so they can celebrate their success and help them where they need it.”

Margaret Spellings, Secretary of Education, “Ask the White House,” February 12, 2004.

NCLB Links Funding Increases with Accountability

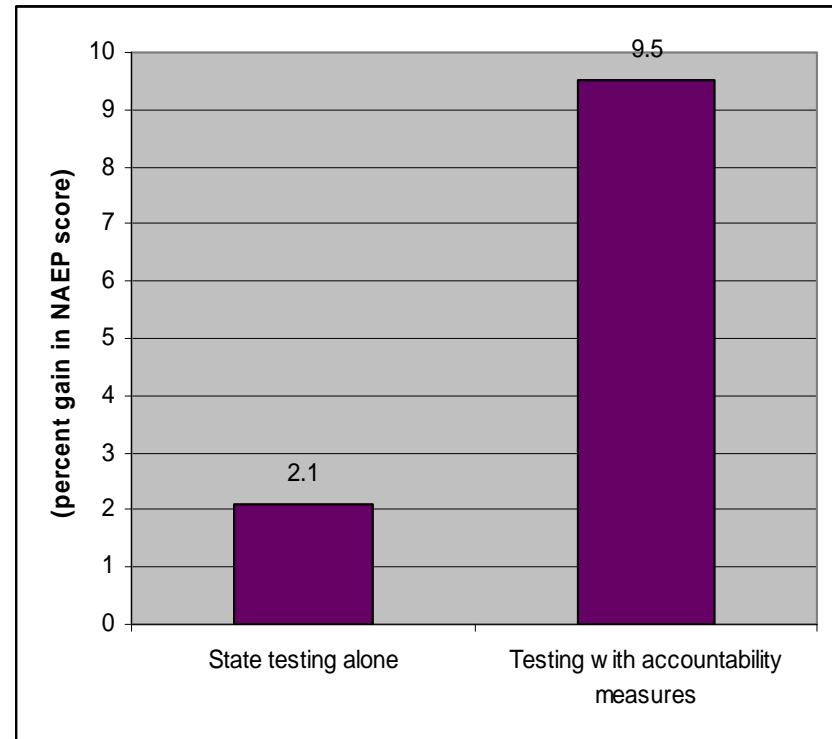
NCLB's accountability provisions require states to do the following:

- describe how they will close the achievement gap,
- make sure all students achieve academic proficiency,
- produce annual state and school district report cards that inform parents and communities about their progress, and
- advise parents of corrective actions they will take if schools do not demonstrate progress.

Testing Works Best With Real Accountability

From 1992 to 2002, students in states with a statewide testing system improved by nearly 10 percent between the 4th and 8th grades on the National Assessment of Educational Progress (NAEP) math and reading tests.

But in states that required only public reporting of test results – and not a full range of accountability measures – students did not make significant gains.



Source: "Do We Need to Repair the Monument?", *Education Next*, Spring 2005.

Testing: An Effective Means of Raising Student Achievement

“Tests are cheap. Harvard economist Caroline Hoxby estimates that we annually spend \$4.96 per pupil on commercial tests and from \$1.79 to \$34.02 on state tests – tiny fractions of average per-student spending.... At such costs, few activities can produce such big benefits for our students and our nation.”

Source: Herbert J. Walberg, “The Tests We Need,” Hoover Institution Weekly Essays, September 23, 2002.

“The spirit of the No Child Left Behind Act basically says society has a deep obligation to challenge the soft bigotry of low expectations, that we believe every child can learn, and therefore, we believe it makes sense to determine whether or not every child is learning, and if not, there ought to be extra help so that no child in our society is left behind.”

*President George W. Bush,
Meeting with the 2006 National and State Teachers of the Year,
The White House, April 26, 2006.*

No Child Left Behind is Working

The achievement gap among younger students has shrunk to its smallest size in the history of the NAEP survey, with the biggest gains made over the last five years.

These results mark the first time this test has been administered since the passage of NCLB.

Source: U.S. Department of Education, "2004 National Assessment of Educational Progress (NAEP) Long-Term Trends in Academic Progress," July 2005.

A Growing Record of Progress

In the last five years alone:

- 4th-grade White students gained 5 points in reading and 8 points in math;
- 4th-grade Black students gained 14 points in reading and 13 points in math;
- 4th-grade Hispanic students gained 12 points in reading and 17 points in math.

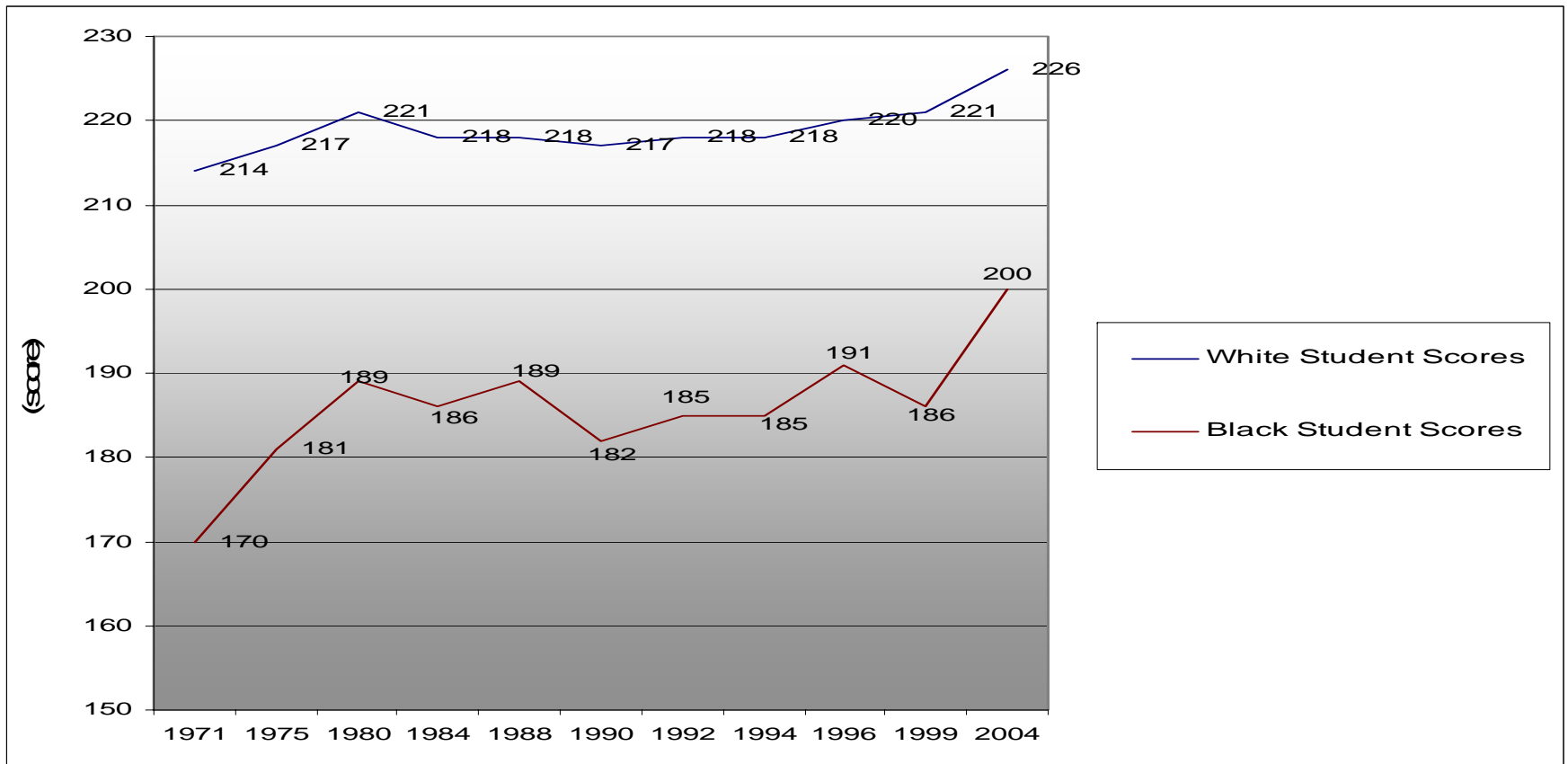
A Growing Record of Progress

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NAEP Results Show Student Achievement Gains:

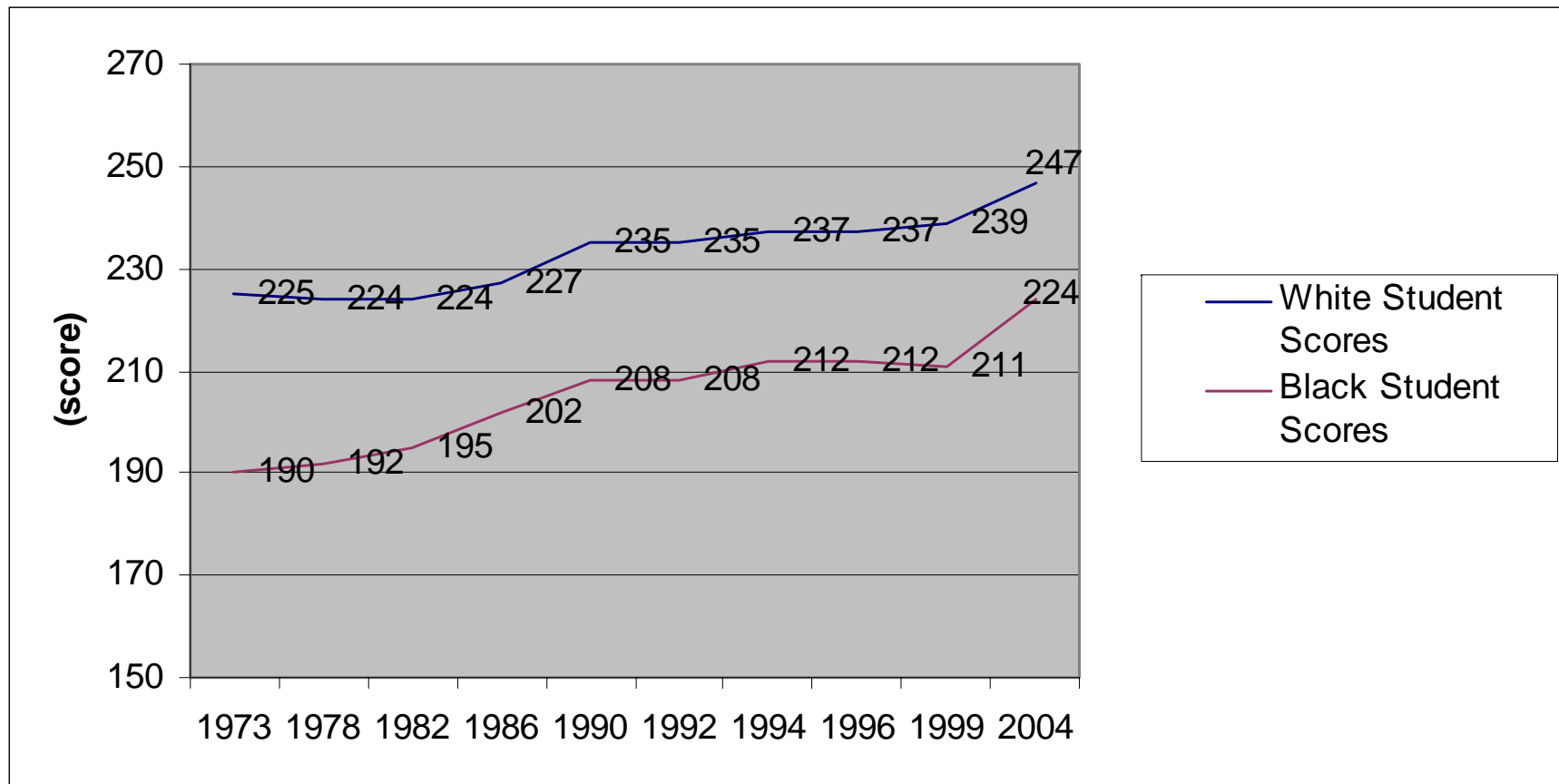
- Student achievement is up overall within the past three decades, with the biggest gains over the last five years.
- Among 8th-grade students, the average math scores are at the highest level in more than 30 years, with significant gains among White, Black, and Hispanic students over the last five years.

The 4th grade White-Black achievement gap in reading narrowed by 25 percent, to the smallest size in NAEP's history, with both cohorts gaining.



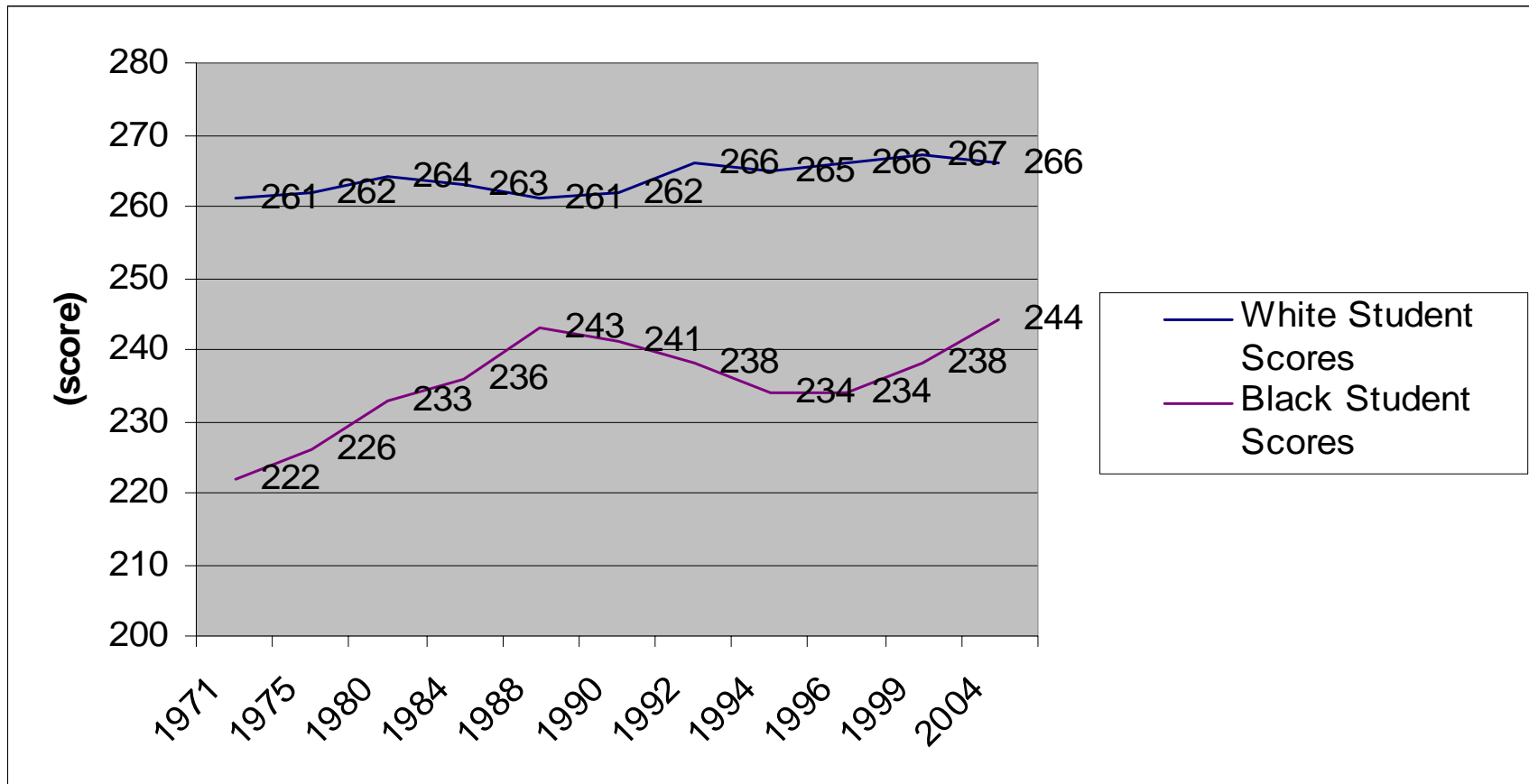
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, "NAEP 2004, Trends in Academic Progress," 2005. <http://nces.ed.gov/nationsreportcard/ltt/results2004/natsubgroups.asp> (Years charted reflect test dates.)

In mathematics – the 4th grade White-Black achievement gap narrowed by 25 percent – to the smallest size in NAEP's history, with both cohorts gaining.



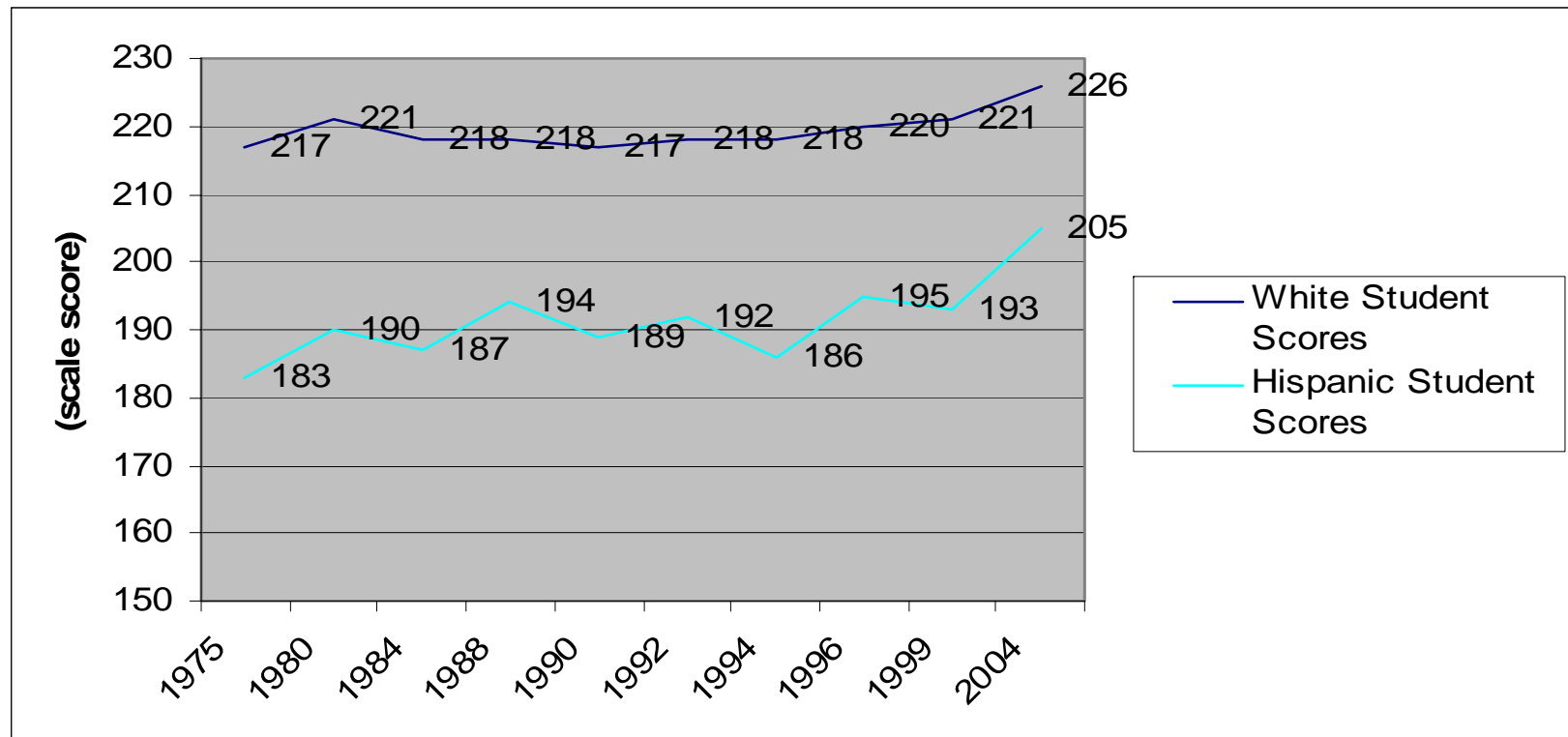
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, "NAEP 2004, Trends in Academic Progress," 2005. <http://nces.ed.gov/nationsreportcard/lt/results2004/natsubgroups.asp> (Years charted reflect test dates.)

The 8th grade White-Black achievement gap in reading has narrowed by nearly one-half since 1971, and by 24 percent in the last five years.



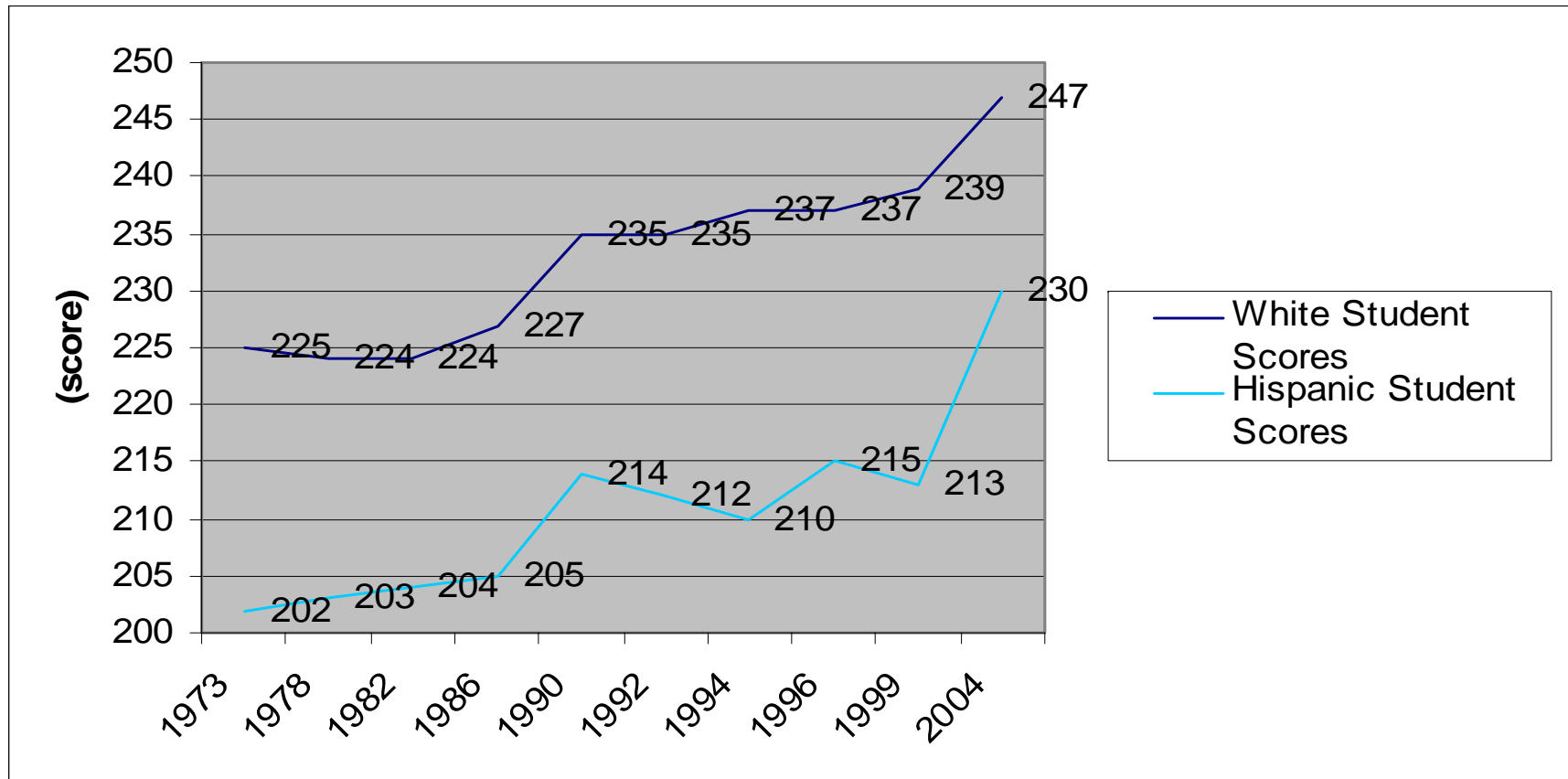
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, "NAEP 2004, Trends in Academic Progress," 2005. <http://nces.ed.gov/nationsreportcard/ltt/results2004/natsubgroups.asp> (Years charted reflect test dates.)

The 4th grade White-Hispanic achievement gap in reading has narrowed by 25 percent in the last five years, and is at its lowest level in the history of the NAEP, with both cohorts gaining.



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, "NAEP 2004, Trends in Academic Progress," 2005. <http://nces.ed.gov/nationsreportcard/ltt/results2004/natsubgroups.asp> (Years charted reflect test dates.)

The 4th grade White-Hispanic achievement gap in math narrowed by 22 percent – to the smallest size in NAEP's history, with both cohorts gaining.



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, "NAEP 2004, Trends in Academic Progress," 2005.
<http://nces.ed.gov/nationsreportcard/ltt/results2004/natsubgroups.asp> (Years charted reflect test dates.)

NCLB and Teacher Quality

No Child Left Behind demanded that –

- All *new* teachers must be “highly qualified,” meaning they must hold at least a baccalaureate degree, be fully licensed, and demonstrate knowledge of the subject they are to teach.
- *All* teachers must be highly qualified by the end of the 2005-06 school year.
- According to the most recent data, 33 states report 90 to 99 percent of their main classes have highly qualified teachers.*

*CNN, “Teacher Quality Numbers In, States Await Their Fate,” April 13, 2006.
<http://www.cnn.com/2006/EDUCATION/04/13/teacher.quality.ap/index.html>.

Some favor higher teacher pay – without accountability.

The National Education Association (NEA) argues that the ability to attract and retain quality teachers is tied to compensation:

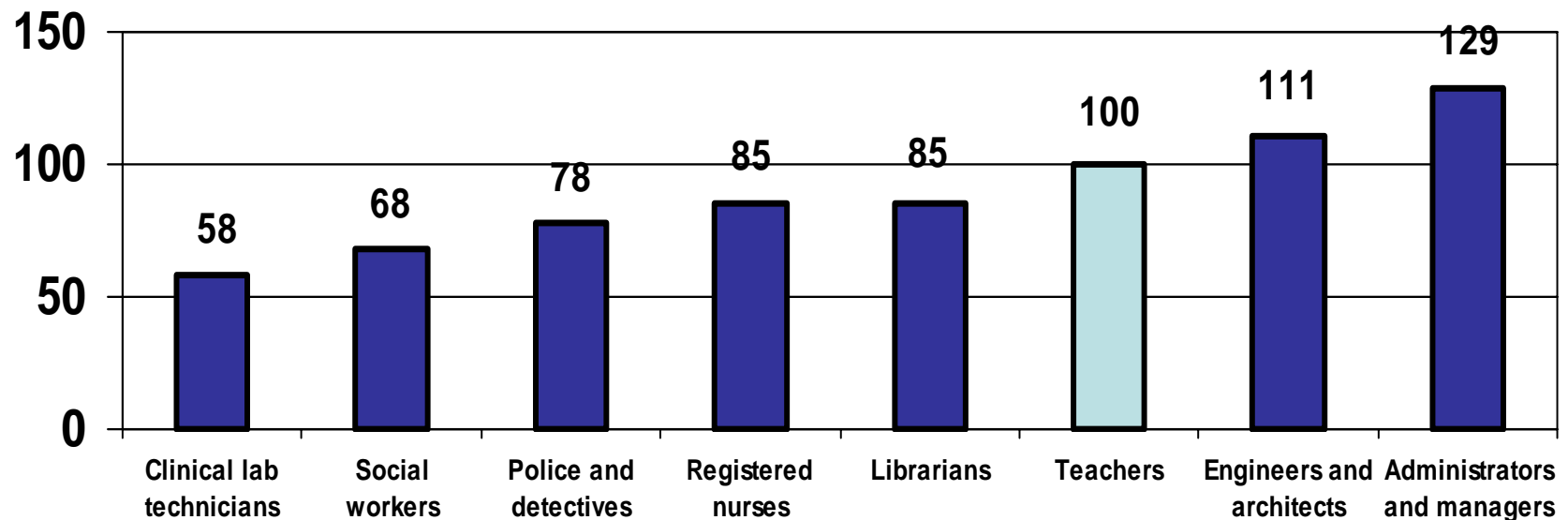
“Too many educators have been denied professional pay for too long. Attracting and retaining qualified school staff – K-12 teachers, higher education faculty, and education support professionals (ESPs) – requires salaries that are competitive with those in comparable professions.”

Source: National Education Association, <http://www.nea.org/pay/index.html>, April 25, 2006.

Teacher Pay Remains Competitive

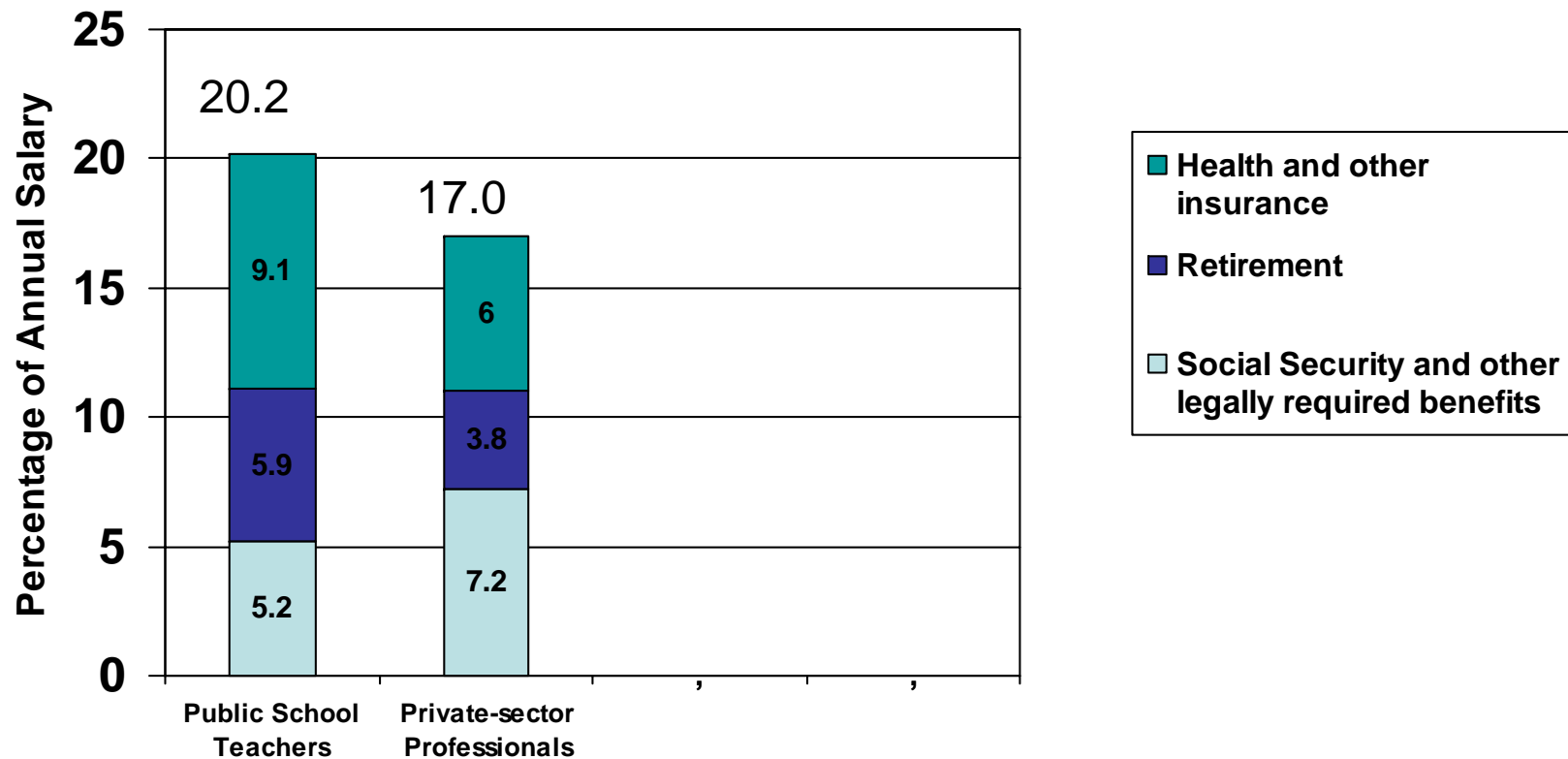
“Teachers are paid a salary that is comparable to that of other professions,” says University of Missouri-Columbia Economics Professor Michael Podgursky.

Weekly Professional Salaries as a Percentage of Teacher Salaries.



Source: Michael Podgursky, “Is There a Qualified Teacher Shortage?”, *Education Next*, Spring 2006.

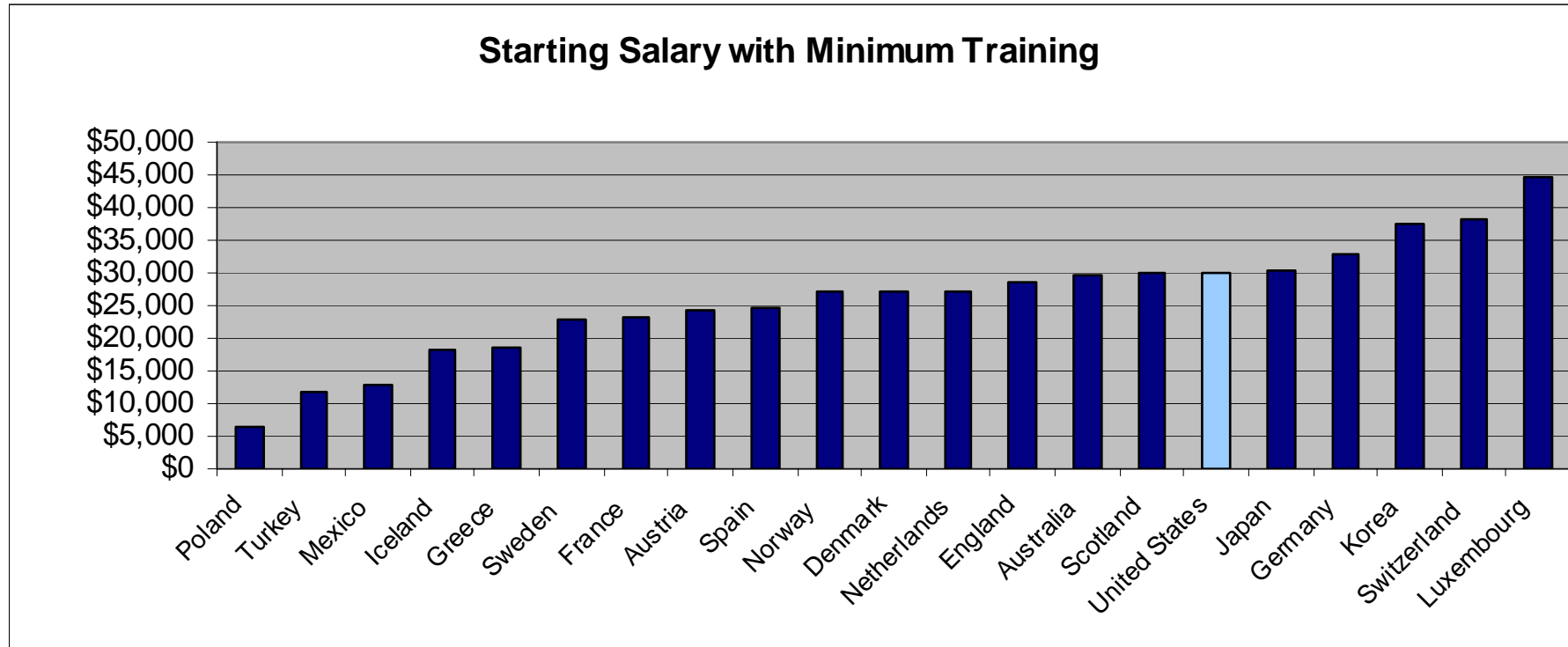
Teachers' fringe benefits are higher than those for private-sector workers (as a percentage of salary).



Note: Private-sector workers include all management, professional, and related personnel. "Other legally required insurance: includes Medicare, state and federal unemployment insurance, and workers compensation. "Other insurance" includes life insurance and short-and long-term disability.

Source: Michael Podgursky, "Is There a 'Qualified Teacher' Shortage?", *Education Next*, Spring 2006.

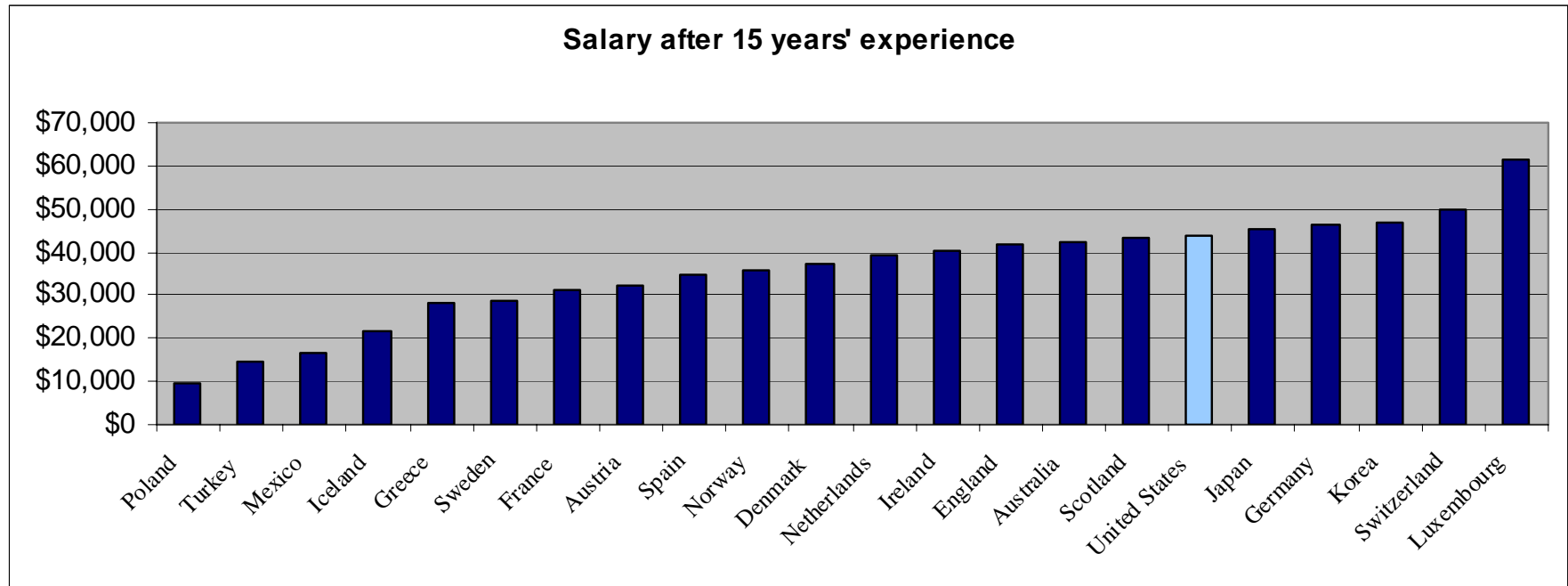
U.S. Teachers Paid Among the Highest



Source: Organization for Economic Co-operation and Development, *Education at a Glance, 2005*, Table D3.1 Teachers' Salaries (2003) in public institutions.

U.S. Teachers Paid Among the Highest

(continued)



Source: Organization for Economic Co-operation and Development, *Education at a Glance*, 2005, Table D3.1 Teachers' Salaries (2003).

In Summary

- ✓ Federal spending on K-12 education has increased substantially since the passage of the No Child Left Behind (NCLB) Act. Federal Title I funding, the largest component of NCLB, has increased by 45 percent.
- ✓ The United States is among the top spenders for education in the world.
- ✓ Independent studies and the courts conclude that NCLB is sufficiently funded, and not an unfunded mandate.
- ✓ Not only has funding increased, so too has school accountability and student achievement.
- ✓ The achievement gap among younger students has markedly shrunk.
- ✓ Steady progress has been made to ensure that core classes are taught by highly qualified teachers.